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Elementary School L2 English Teachers' Language Performance and  
Children's Second Language Acquisition

Appendices

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## **6      Appendices**

### Interview Transcripts

*Note.* Full-length interview transcripts are provided of Teachers 1, 9, 10, and 11, whose students took part in Study 2. Interview transcripts of Teachers 2, 3, 4, 5, 6, 7, and 8 include only the monologue parts 2, which were the base for the CAF calculations in Study 1. All interviews have been anonymized by replacing any identity-revealing names of people and places. In addition to the transcription conventions shown in section 3.2.2.1.1, the following symbols were included in parts 2 to set off the boundaries of AS-units, clauses, repetitions, and repairs:

// AS-unit boundary

:: clause boundary

{ } repetition, repair

### Appendix A Transcript T1

#### Teacher 1 Complete Interview

- I: OK alright it's recording  
uhm let's first<sup>↑</sup> talk about where  
you grew up #00:00:07-8#
- I: if you want to #00:00:15-1#
- [mhm]
- I: yeah sure
- [mhm]
- [mhm]
- I: mhm OK and does your family  
still live there<sup>↑</sup> #00:01:01-3#
- [mhm]
- I: mhm OK do you think the place  
has changed a lot<sup>↑</sup> #00:01:21-3#
- T: yes<sup>↑</sup> ((chuckle))
- T: OK I uhm well can I can I say the the city or
- T: yeah OK I grew up near Germantown<sup>↑</sup>  
in a village<sup>↑</sup> yes and I uhm shall I just tell you  
about the #00:00:26-3#
- T: OK so it was a really nice environment very  
small very protected we lived in a house I had a  
sister and we had pets and everything and a nice  
garden yes and I went to school in the same  
village  
in primary school and then later on I went to  
another uh school in another city  
also near Germantown and went to school there  
((laughs)) #00:00:58-3#
- T: no they don't live there anymore they live  
near Germantown now my sister is in  
Germantown and everyone is still in contact but  
we don't see each other often no ((laughs))  
so yes no they don't live there anymore↓  
#00:01:17-3#
- T: uhm well I haven't been there in a while  
((laughs)) to be honest but I went there I think

- two years ago and it looks much smaller  
((laughs))
- [mhm] so it's tiny in comparison to a big city↓
- [mhm] so I live in a city now↑ and that's really  
((laughs))
- [mhm] it's a difference yeah↓ #00:01:41-4#
- I: mhm OK do you remember  
anything in particular from your  
childhood↑ #00:01:46-8#
- T: from my childhood yes ((laughs)) I remember  
being outdoors a lot↑ playing with friends↓ and  
yeah still in contact with some friends I  
remember having friends from church and then  
I had friends at another city because of school  
and we yeah we played tennis and volleyball and  
went out for matches and stuff like that so that's  
something I remember woah what else do I  
remember about childhood ((laughs))
- ((laughs)) yeah I remember being with my grandparents a  
lot↑
- [mhm] because they lived near us and they could take  
us at the weekends and we went out and did a  
lot of stuff went to the museum
- [mhm] playing in the garden stuff like that↓ yes  
#00:02:37-4#
- I: mhm OK would you like to live  
there now↑ #00:02:39-2#
- T: now I wouldn't ((laughs)) I don't know I can't  
really tell I don't think so because a lot has  
changed my friends aren't there anymore maybe  
if I have kids I could imagine to go back there  
but I kind of like being in the city↓
- [mhm] because there is more to do more friends
- [mhm] OK and I think yeah maybe another village not the  
same ((laughs)) #00:03:07-9#

I: mhm OK OK we'll move on to the [mhm]  
second part already↑ #00:03:13-  
2#

I'll give you a task card↑ yeah  
uhm with a topic you can look at [mhm]  
that and you can think for a  
minute or so↑  
one to two minutes↑ you can take [OK]  
notes if you wish↑  
and then after that you're just [OK]  
going to speak for one to two  
minutes and I won't interrupt you  
during that↓ #00:03:36-9#  
OK #00:03:38-3#

pause time: 00:01:57-5

I: alright #00:05:35-8# T: OK ((laughs))

I: OK go ahead #05:37-4#

#00:00:00-0#

T: (0.45) yes so I uhm thought of my high school teacher↑:: (0.35)// and he  
taught uhm English↑:: (0.31) ((laughs))// and {what I} (0.79) well I met him in high  
school :: //and what I liked (0.49) about him is :: (0.52) that he was very (0.35) strict↑  
:: (1.13) // but he was also (0.31) fair↑ :: (0.80) // and he always (1.02) challenged  
us↓ :: (0.38) // so he challenged us :: to uhm (0.51) try our best↑ :: (0.66) // and to (..)   
move forward↑ :: // (0.63) and uhm (0.66) yes so {he} (0.80) he was competent↓ :: //  
you could feel it↓ :: // it wasn't like :: "oh open your book on page (0.81) twenty-four  
:: ((laughs)) and read it"↑ :: // it was really (0.38) fun↓ :: (0.83) // and even though {it  
wasn't (0.49) like} (0.34) :: he didn't (0.26) bring in a lot of (0.41) different materials↑  
:: // we worked (0.38) with the course book (0.27) :: but {he kind of}(1.01) I had the

feeling he really knew :: what he was talking about↓ :: // (0.26) so (0.64) that was really nice :: // and it was motivating :: {and uhm (0.31) yes} (0.63) // and I think :: (0.39) that's (0.32) something special :: //because (0.59) sometimes you have teachers :: that are strict↑ :: (0.53) // but they kind of lose (0.34) touch to their students↑ :: // (0.31) (0.29) and for him {it was he was} he was strict↑ :: //(0.26) and he said :: "I expect (0.41) this and that and that from you"↑ :: (0.82) // but on the other hand he was still fair and nice and friendly :: and we still liked him↓ :: (0.59) // and I think :: it's really hard to (0.54) get to that point as a teacher ((laughs)) yes :: (1.31) // yeah and I think :: he taught me :: that I can achieve (0.70) a lot :: when I really keep trying :: and when I really (0.46) work for it :: (1.56) // so I think :: I remember :: when we had like a dialog :: // and I (0.32) think :: I practiced two hours at home :: just to ((laughs)) read this dialog↓ :: ((laughs)) // and it was a good feeling :: when I you know :: presented it in class :: // and he said :: "it's really great" :: ((laughs)) // so (0.38) yeah↓ so I think :: that's one of the teachers :: I remember↓ yeah :: // #00:01:54-7# anything else↑ ( ) ((laughs)) #00:02:04-0#

#07:41-4#

AS-units: 29, clauses: 54

23 silences ≥ 0.5 sec. Threshold -35 dB

I: how would you relate  
your experience to your  
own teaching↑

#00:07:47-6#

[mhm]

T: yes I think you can take a lot out of it ((laughs))

so I always I know it's really hard I don't know if I  
achieve it every time but I also try to be very clear↑ also  
strict because I think children need some guidance and  
they need rules uhm but also try to be in good contact to  
them so they trust me↓

[mhm]

so and I think it's ru- sometimes really hard to keep that



- relationship  
 [mhm] going smoothly ((laughs))  
 [mhm] so because of sometimes on my school it's quite difficult↑  
 because there are a lot of social problems  
 [mhm] and uhm I still try to get them to focus also on the subject  
 and not only the social problems they have  
 [mhm] in the class so↓ #00:08:34-8#  
 I: OK what kind of social  
 problems are you  
 thinking of #00:08:38-4#  
 T: for example when it's with the children that they also  
 have problems in school or in uhm when they have break  
 and they're outside they get into trouble  
 [mhm] they argue a lot  
 [mhm] they uhm they find it really hard to sit in the classroom  
 and to focus  
 [mhm] on the lesson  
 [mhm] because they are still occupied with something someone  
 else said  
 [mhm] before or what they did and he still has his shoes on he is  
 not allowed to do that  
 [mhm] and just sort of like simple things↓  
 [mhm] OK and sometimes it's just uh difficult really to have  
 everyone there sit there focus  
 [mhm] and that's quite challenging↓ ((laughs)) #00:09:27-4#  
 I: OK how do you deal  
 with it↑ #00:09:29-6#  
 T: uh depends ((laughs))  
 OK in English it's sometimes more difficult than in German  
 because you cannot try to s- to stick to the English  
 language↑  
 mhm so you don't have the same I think for me it's easier in my  
 class because they have I have them in German and in  
 English  
 [mhm] [mhm] so I just have the same rules in the English classroom

- as in the German classroom
- [mhm] I just say it in English
- so sometimes I even have the same ritual
- [mhm] OK for being silent
- I just do it in English
- [mhm] so that's better in other classes it's sometimes really difficult
- if they uhm because we do a lot of active things
- [mhm] lot of TPR
- [mhm] and all that kind of stuff and some classes they can't deal with
- [mhm] it because they're used to sitting on their chair just writing
- mhm and then when we do something that stills them up
- sometimes they you can't get them back to focus↓
- mhm so I try to have rituals
- like clapping hands
- [mhm] just to get them settled again
- [mhm] and then sometimes you just have to see if you f- realize
- OK this action story isn't working right now because nobody is really focused on it↑
- mhm and you try something else
- [mhm] and sometimes you just sit down there
- and do like a color dictation or something
- [mhm] just to focus
- again
- [mhm] yeah↓ #00:10:55-7#
- I: do you talk do other teachers about how to deal with situations like that #00:11:01-3#
- T: yes a lot we have a lot of uhm actually right now we have a big discussion in our school
- [mhm] if we change our uhm program
- [mhm] for dealing with problems and social

- [mhm] social stuff uhm what's the English word↑  
*Unterrichtsstörung*↑ ((classroom disruption))
- [mhm] so uhm yeah we k- we are working on a system then in every class the the there are the same rules
- [mhm] in every class and the same system
- OK so it's easier for the children to stick to the rules
- OK but we talk about it a lot
- [mhm] and then you talk w- what did you try did you try that that worked
- OK that didn't work so we actually have a really good uhm teamwork in our school
- OK [mhm] that's just I think really important when you have a area where there are a lot of problems↓ #00:11:52-6#
- OK [mhm] yeah
- I: would you have suggestions for improvement↑  
#00:11:56-8#
- mhm T: for my school↑
- mhm yes you mean in that context
- I: yeah or any other T: with uhm OK
- [mhm] T: yes yeah I think uhm in my school because we're big a really big school we have about I think 400 students
- [mhm] 400 something from 34 different countries
- [mhm] so we have a lot of children that just came to Germany they have really yeah they have *Traumas* ((TR: traumas)) I don't know how to say in English ((laughs))
- [mhm] and uhm so I think our problem is we are not on the same page we have a bit of the problem that teacher A is doing this teacher B is doing this and then we discuss a lot
- [mhm] but then again everyone is doing their own stuff↑ and we could actually be more effective↑ ((laughs))
- [mhm] if we would work together

even more than we are↓ ((laughs))  
[mhm] for example in my team I'm only with the teachers from  
thirteenth grade  
[mhm] so it would be also better if we would all work together  
all teams would work  
mhm together as well so that's still a bit difficult  
[mhm] because everyone has their own way ((laughs))  
[mhm] and it's but for the kids I think it's really important that  
they know teacher A has the same rules as teacher B  
mhm and this doesn't quite work  
[mhm] out  
[mhm] yet↓ ((laughs)) so I hope  
[mhm] this will work out soon #00:13:19-8#  
OK but we're working on it↓ ((laughs))  
I: OK well thank you↓ that  
was it already  
T: really↑ oh OK ((laughs))  
I: yes↓ thanks a lot  
#00:13:27-4#

## Appendix B Transcript T2

### Teacher 2 Interview Part 2

Start time in interview recording #00:06:00-0#

#00:00:00-0#

T: (0.57) well uhm it's not really easy :: to answer this question↑ :: // I had to think for a moment about :: who (0.30) could this person be :: because uhm (0.46) °first I thought :: ah was it {my} my uh elementary school teacher↑ :: like° you know the special teacher :: you usually have↑ :: (0.46) // and I thought :: no I can't really say a lot about her↑ :: (0.37) // so I think :: actually it's a teacher :: I met in year twelve↑ :: (0.40) when I came back uhm to this city ((chuckle)) uhm :: and went to *Gymnasium*↑ ((TR)): Senior High School) :: (0.68) // uhm (1.18) yeah↓ (0.26) I (0.34) started with (1.29) °*Leistungskurs*°↑ ((TR: major)) Politics↑ with a really really uhm (1.14) yeah uhm (0.33) strange teacher↑ :: (0.27) // and I decided :: no I can't stay there :: because we're going to struggle a lot↑ :: // and uhm (0.42) so I decided to change↓ :: // and uhm (0.48) a friend told me :: that there's this really nice uh teacher↑ (0.52) // a German teacher↑ :: (0.55) // and first I was (0.82) really uhm (0.44) not so happy about it :: because German is not a subject :: I'm really (0.95) good at↑ :: (0.46) // so uhm I thought about it :: // and then I thought :: OK I'll try it out:: // {and} and {she was} (0.42) she was really really cool↑ :: // it was a good decision↑ :: (0.50) // ((tongue click)) and uhm (0.82) yeah uhm what was special about her↓ :: (0.59) // uhm (1.90) I think :: she really accepted everybody in her course↑ :: no matter what they looked like :: or what they said↑ :: uhm (0.57) // and uhm (1.18) yeah {I wasn't (0.30) really} I didn't feel comfortable {at} (0.29) at my school↑ :: because uhm it was like (0.30) a school :: where lots of people with lots of money went :: // and they were a bit more conservative↑ :: // and (0.31) we were like three uhm (0.35) girls :: (0.64) who came new to that school :: // and uhm we didn't feel comfortable :: and (0.58) //

I think we seemed strange to the others as well↑ :: because I (0.31) still dyed my hair and stuff like that↑ :: uhm (0.30) // yeah and so she was really cool :: // she didn't care {and} uhm ::(0.68) // yeah and she (1.26) really (0.77) had (1.10) uhm a good way of (0.27) teaching↑ German↑ :: which I didn't like before↑ :: ((laughter)) // and uhm (0.35) yeah uhm (3.48) it was a lot (0.37) about creativity↑ :: (0.42) // uhm I mean of course {we had} (1.36) {also} {we} we had a lot of uh (0.28) topics :: (0.56) which were not that interesting↑ :: (0.30) // (0.47) but she managed :: to uhm (0.29) teach them {in a} in a nice way↑ :: // and uhm (1.03) yeah (0.70) made me (0.43) change my mind :: // #00:02:29-0#

#08:29-9#

28 AS-units, 54 clauses

26 silences  $\geq$  0.5 sec. Threshold -35 dB

### Appendix C Transcript T3

#### Teacher 3 Interview Part 2

Start time in interview: #08:18-1#

#00:00:00-0#

T:OK uhm (0.83) I met her in school↓ :: // (0.31) she was my Spanish teacher↑  
 :: (1.16) // and the first time (0.48) {I don't} (0.48) I didn't like her uah↓ :: (0.68) //  
 because she was very strict↑ :: (1.40) // and after a few months↑ (0.38) I (1.18)  
 thought :: oh (1.44) mhm↑ (0.90) // {you have} I have to change my {o-}opinion↓ ::  
 (1.10) // and then uh (1.37) {I think} (0.35) I thought :: // OK she was uh (0.99)  
 strict↑ but↓ (0.93) very nice :: // (0.56) and uh (0.26) uhm if you try something↓ ::  
 (1.25) uhm she's going {to} to say to you :: "yes that's OK :: try it :: try it :: yes yes yes"  
 // and uh (0.91) then I learned my words :: ((chuckle)) (0.45) because I want {to} to  
 uh speak to her in Spanish↑ :: (1.56) // and uh (2.28) uhm (1.56) (1.78) I have to say  
 it in German↓ :: // {I} I don't know the English word↓ :: (0.34) // *sie hatte sehr großes*  
*Allgemeinwissen* ((she had great common knowledge))↓ :: // (0.29) {she} she knows  
 (0.34) everything about uh nature and this and this and this and :: // (0.31) I'm sitting  
 there :: (0.38) boah (0.94) // she's so great↓ :: (0.32) (0.81) // and after (1.62) I start  
 in the ninth↑ (0.26) after (0.29) five years↓ :: // (0.39) then it's finish :: {and} (0.38)  
 and {I love her}↓ :: (0.46) // I loved her a lot :: // she was so great :: (0.46) ((sniff))  
 (1.26) // and uhm (1.85) huh (1.05) she influenced me :: (0.98) I think :: I'm now  
 (1.42) very strict↑ :: (0.57) // {to} to pupils↑ (0.94) // but uh if I see (0.50) :: they try  
 :: to do something :: but they couldn't :: (0.82) I say :: "it's OK↓ ::(0.39) try it" :: // and  
 that's (0.26) I think :: (0.99) that's the way :: she influenced (0.33) (0.48) me↓ :: //  
 very much yes↓ (1.07) // {she was} uh her outfit (0.54) (0.71) {was} was uh (1.79)  
 uhm uh (1.66) it's uhm (0.27) *ja schick* ((TR: yes chic)) (0.73) was great (0.44) :: //  
 #00:02:25-4#

#10:44-7#

26 AS-units (excluding the German AS-unit), 40 clauses

36 silences  $\geq 0.5$  sec. Threshold -30 dB



### Appendix D Transcript T4

#### Teacher 4 Interview Part 2

Start time in interview: #07:42-8#

#00:00:00-0#

T: well there was {this} this one teacher↑ :: // she was actually never really my teacher :: but she was a teacher at my school↑ :: // she taught German↑ :: and I think also English :: (0.74) // and (0.30) she influenced me :: because (0.52) she had {this} this long list (0.55) of books :: which you should read↓ :: (0.36) which are really important like classics↓ :: // and uh (0.69) I knew :: she had this list :: uh (0.31) // someone told me :: // so so I asked her :: // and she gave it to me :: // and after I finished school :: I actually read most of these books :: // and {she even} she even made like a new list after a few years :: // and she sent me that one as well :: // and so {I} {I} I read all these books :: because uh (0.74){ it was} it was on her list :: // and I thought :: OK this must be really important and :: (0.92) // uh I had a lot of time :: {when} when I was in Italy↑ :: // so {I} I read (0.38) these books↓ :: (0.30) uhm (1.11) // then another teacher when I was (0.47) in the Referendariat↑ ((TR: teaching practice)) :: uhm (0.91) // he was my (0.44) PE (0.67) teacher like uh was also PE teacher↑ :: // and (0.30) he was {my} my (0.31) mentor↑ :: // (0.70) and (0.54) {for} for PE↑ (0.30) and {he} he was a very (1.46) practical guy↑ :: // {he} uh (0.55) uh (0.54) {he} he didn't {taught} taught us any theory↑ :: // he (0.30) just did things↑ with us together :: // like {he} yeah {he} (0.26) you have to do it :: in order to understand it :: // and so we did (1.82) all these sports :: and (0.39) uhm (0.74) he always wanted :: to (0.40) get us better↓ :: // like like that's what he told us in the beginning :: // he said :: "it's not about (0.26) (0.49) uhm (0.34) what you can't do :: // {it's about} like (0.30) this is where you are right now↑ :: // and I want you :: to get better↓ :: (0.31) // and if you get better :: you will get a (0.27) good grade"↓ :: // and

that's always the feeling I had↓ :: (0.26) // {he} {he was} (0.32) like :: (0.51) if you could I (assure?) him :: (0.42) that I improved↑ :: that I was listening to him like :: after every (0.54) time he came to me :: // he told me :: "OK you {could} could maybe do this different in this in this in this way"↑ :: // and then (0.31) (0.70) if I would show that to him (0.54) next time :: then (0.26) uhm (0.85) he would be happy then :: // uhm yeah and you would get a good grade↓ :: // and uh {it was a} was a good way of teaching :: because uhm (0.98) it was yeah {we} we always had this talk afterwards :: // and (0.29) then first he said :: what was good ::// and I said :: what was good :: (0.42)// and then he said :: what I could (0.28) change :: // and I said :: what I could maybe change :: // and then he thought about :: how (0.32) could change (0.34) :: // so it was it was really good a good way of (0.30) teaching (0.29) :: // {and} uhm (0.58) yeah and then in the end I got good results↑ :: (0.58) // and I learned a lot↓ :: // (0.38) (0.31) and (0.28) uh (0.73) let's see // another teacher↑ (0.58) // uhm (1.07) well {I} I {had this} had this math teacher (0.73) in elementary :: (0.82) // and {she} (1.46) she just (0.64) just supported me :: // she (0.42) told me :: what I could do good :: and (0.30) uhm (0.57) // she was strict↑ :: // and she was direct↑ :: // and she (0.44) could control {the} the group↑ :: // and uhm (0.30) (0.38) (0.61) (0.34) she just saw :: what I could do↑ // and (0.45) (0.92) showed me a way :: to get better :: and gave me material :: so I did better :: and (0.51) // I remember :: {when} {when I left school} :: when I left elementary school :: {I} I went to her :: and I said :: I want to (0.45) take you with me↓ :: // #00:03:20-9#

#11:03-9#

AS-clauses: 53, clauses: 88

35 silences ≥ 0.5 sec. Threshold -40 dB

### Appendix E Transcript T5

#### Teacher 5 Interview Part 2

Start time in interview: #5:09#

#00:00:00-0#

T: (0.26) the teacher who has greatly influenced me in my education :: is actually a teacher :: that I met (0.62) quite late↑ in my education↑ :: // it was about nine years ago↑ :: (0.55) //and it was :: when I was becoming a teacher myself↑ :: (0.90) // he was teaching pedagogics (0.33) at the uhm seminar↑ :: (0.65) // and he was this very calm and (0.37) tall person :: // and he was (0.38) quite old :: // and we always called him (0.41) something like a funny bird or something like that :: because he had this (0.87) interesting touch↓ about him↑ :: (0.68) // and he had kind of two sides :: (0.44) // he was partly very soft and emotional :: // and the other side was more this (0.54) strict and a bit concerned (0.91) {m-} man↑ :: // as there were many ladies around :: it was always (0.38) something special↑ ::(0.28) // uhm he was (0.73) very understanding and very open↑ :: (0.66) // and he helped me :: to understand lessons and school better :: and (0.60) // he was doing a lot about rights↑ (0.48) school rights :: {and} and what you have (0.35) to take care of :: when you are a teacher :: (0.30) and what you have to make sure :: you don't do :: and so on // so that was also helpful :: (0.78) // and at the end of (0.86) all the time there he told me :: that (0.79) every school I wanted to go to :: would be fine with me :: because I had the skills to do like (0.26) work (0.42) with younger children or with older children :: (0.57) // and that helped me :: // so I started off with older children↓ instead of younger ones :: (0.26) // and I think :: (0.50) that yeah greatly influenced me there↓ :: (0.52) (0.33) // that was really nice↓ :: (0.61) // #00:01:25-7#

#00:06:31#

AS-units 20, clauses 34

16 silences  $\geq 0.5$  sec. Threshold -25 dB

### Appendix F Transcript T6

#### Teacher 6 Interview Part 2

Start time in interview: #00:08:43-5#

#00:00:00-0#

T: (0.42) yes uhm (0.78) it was {a} a German teacher↑ :: (0.61) // who's greatly influenced me↑ :: (1.12) // uhm (0.38) it's very easy :: because (0.26) he always noticed (0.33) the positive things↓ :: (0.47) (0.43) the easy (0.82) things (0.27) {the} {the} {the} uhm (0.40) sorry (1.06) the (0.27) positive things↑ (0.98) // and so (1.00) uh (0.50) he influenced me↑ :: (0.61) // so {I had} {I had} or {I} I knew↑ :: (0.66) children need (1.00) the positive things↓ :: (0.50) // I don't know what is *loben* ((TR: praise)) {in} in English :: (0.60) // but (0.61) this is (1.40) uhm very (0.41) yeah the basics↓ (0.29) of our jobs↓ :: (0.62) //or {of our} of our job // (0.57) uhm (1.09) "well done"↓ (0.33) "very good"↓ (0.61) and so on↓ // (0.99) and {that} {that's} {this} was it :: {what} what me (0.77) influenced :: (1.50) // {I} I think :: I wasn't very good at (0.28) German that time :: (0.60) //but I became better and better↓ :: (1.23) // it's an easy thing :: that we know↓ :: (1.98) // so I hope :: (0.55) I could do this all the time ((chuckle)) :: {not} (0.26) not every day I know it↑ :: (0.58) // but in English it's very easy :: (0.41) to say "well done"↓ :: (0.58) // only (0.31) speak "well done" :: and {you can} you can uhm (0.85) say the word again in the right (0.70) form :: (0.30) // "well (1.23) done"↓ yes↓ // and uhm the children think :: "yes↓ (0.31) I've got it↓ :: (0.39) // well done I did it :: // well done it's good" :: and (0.38) so yeah (0.64) // (0.49) {they are} they have a motivation :: to do this↓ :: (0.65) // and this was {a} a German teacher↓ :: (0.54) // he (0.41) did it :: and I (0.54) noticed it↓ :: (0.90) // OK↓ (0.60) // ((chuckle) (0.49) that's it↓ :: // there's no more to explain ((chuckle)) :: // #00:01:58-5# #10:41-3#

AS-units 26, clauses 34

37 silences  $\geq 0.5$  sec. Threshold -30 dB

### Appendix G Transcript T7

#### Teacher 7 Interview Part 2

T: so (0.28) spontaneously I thought of my primary school teacher↑ ((laughter)) of course↑ :: because- (1.06) // °yeah sometimes I'm asking myself :: what he's doing nowadays° :: // I have no clue :: but he's still very connected to my heart :: I think :: ((laughter)) // and uhm (0.44) very special was :: that we were his last class :: // and I think :: he also put lots of (0.92) passion↓ (0.27) into the our class :: // and we always had the feeling :: to be special↓ :: (0.89) // {that was (0.76) uhm} that is still in my mind↓ :: // and (.) uhm he taught us lots of (0.55) uhm subjects↓ :: // he was (0.58) my math teacher my German teacher my general {studies} (0.30) studies (0.38) teacher (0.45) my music teacher↑ and art↓ (0.38) :: I think↓ (0.30) :: // and (1.05) especially in my mind is always music↑ :: because that was his (0.87) subject :: he loved most :: // and I think :: the subjects you love most :: (0.26) you can teach °best° :: ((chuckle)) // so we were all passionate about his songs↑ :: (0.68) // and (..) yeah↓ they are still in my mind like (0.83) My Bonnie is Over the Ocean↓ and uhm (0.46) also some other German songs :: but uhm yeah↓ (0.85) // he was calm↑ :: but he was also strict :: // uh {he was} he found a very nice way :: to (0.93) get along with his students↓ :: // he always gave us nicknames↑ :: (0.90) // and uhm (0.82) yeah↓ // {we} I think we all {lov-} {loved him}↓ :: (0.34) // we all loved him↓ :: yeah↓ (2.74) // and uhm (1.02) his humor↓ he had a great humor :: // {he so} he made us laugh all the time↑ :: (0.62) // and I can also remember the class trip↓ :: that we uhm made ::(and now) that we did in the fourth grade↑ :: (0.58) // to Germanisland↓ // but it was {ac-} actually (0.62) quite (0.27) a big trip↑ :: (0.62) // and quite special↑ uhm yeah we had a super time there↓ (0.35) uh at the north coast↓ :: // and I will never forget these pictures :: where we were like sitting on the boats :: and (0.72) trying to watch out for seals and (0.27) uhm (1.10) nature↓ :: (1.17) // yeah↓ (0.77)

// so I will never forget him↓:: // he's still {very} very deep in my heart↓ :: but as I said↓ I have no clue (0.73) :: // what about him↓ what is going on with him today :: // if he is still alive :: I don't know :: // he was pretty old already↓ :: (0.42)// saw him a couple of times :: (1.05) // after I left (0.29) primary school↑ :: and uhm (0.79) // fascinating thing was also :: that my mother met him very often :: // and he also knew the name of my mom :: // and that is something :: (0.57) that people remember :: // they know :: that was I met (0.42) your teacher :: and he remembered my name↓ :: so // #00:02:26-9#

#00:12:36-0#

AS-units 38, clauses 58

28 silences  $\geq$  0.5 sec. Threshold - 40 dB



### Appendix H Transcript T8

#### Teacher 8 Interview Part 2

T: Okay uhm (0.92) // the teacher who really influenced me :: was actually my English teacher↑ :: (1.07) // and uhm (1.94) I actually came back from England :: staying there (0.94) uhm for a year at school↑ :: // and I came back↑ :: and when I met her first :: she {wasn-} (0.37) {pat-} she wasn't very friendly↓ :: (0.68)// and I wrote the first test :: // and she said :: "well you went abroad for a year :: and your English is not that good" :: // and I didn't write like full marks↑ :: // and I was (0.46) quite disappointed↑ :: // and I thought :: (0.42) "uhh God what the hell is she doing with me"↓ :: (1.07) // and (0.75) uhm (2.38) I don't know :: why it happened :: or when it happened :: but (.) {we really got into like (0.28) good-} we really had super conversations afterwards about my year abroad :: and what she expect me to do↑ :: and how I can improve↑ :: which was really fantastic↑ :: // and (0.50) uhm then she started↑ :: really to teach in a different kind of way↓ :: // which means :: we were not sitting in class↑ :: (0.30) // we were not like working on the blackboard↑ :: (0.34) // we were going outside quite often↓ :: (0.54) // uhm she did loads of theater plays with us↑ :: // and uhm (0.41) we had to act things out↑ scenes out↑ :: (0.64) // and uhm so it was just a different way of (0.43) teaching↓ :: // because we went into class :: she said (0.27) :: "well everybody put on your jackets :: // we go outside"↓:: // and we're like "what↑" :: // "yeah we go outside↓ :: // {we're going to do-} we're going to act out this scene of Romeo and Juliet outside the playground :: because I thought :: there is a super tree :: // and the tree could be our balcony :: // and you could be" :: // and that just really fascinated me :: because it was a different (0.74) uhm (0.32) way of teaching↓ :: // and also she'd (0.45) really like spend loads of time :: to meet with us (0.34) after school↑ :: (0.43) // we met her at home :: // we had a barbecue together :: and we also had a project {we go-} :: // I can remember :: everybody was

sitting inside doing boring topics↑ ::(0.39) // and she said :: (0.26) “what would you like to do”↓ :: (0.33) // and I thought :: {°what she (0.84) ca-} she can’t do that°↓ :: // she can’t ask us :: what we want to do↓ :: and (0.57) // then uhm (0.26) we said :: “well uhm we don’t know↑ ::// another theater play what can we do” :: // and she said :: (0.36) “well you know what :: I’m just took part in a project called line dance↓ :: // and you know :: that was really fantastic↓ :: // and I think :: (0.50) movement would be great :: // and {wh-} I think :: we should do that↓” :: // and we were like dancing for a week the whole class :: // I mean :: we’re like fifteen sixteen seventeen years old↑ :: (0.54) // we were dancing for a week :: and we also {performed} :: (0.67) //uhm (0.62) performed that (0.36) to {all of the} all of the school↑ :: // and that was just (0.68) great↓ :: // because it was not these (0.31) typical (0.26) teacher thing :: // we sit there :: (0.50) and I’m going to teach you boring things↑ :: // it was more like :: “okay what can we do together↓ :: to grow (0.49) uhm {to} (0.28) {to} to have a team↓ :: to be a group”↓ :: // and that was really (0.56) great↓ :: // and (0.51) after all when I did my final degrees :: I actually get the full marks :: because {she-} by the way she taught :: she really pushed us↓ :: (0.54) // to be better :: // because it was not (0.28) :: {t-}these (1.02) sitting there :: reading a book :: (0.66) filling in the gaps↓ :: (0.50) // it was just different :: and that really (0.46) influenced me↓ :: (1.10) // also in my future career (0.38) (0.89)↓ // #00:02:55-9#

#00:14:52-0#

AS-units 52, clauses 95

27 silences ≥ 0.5 sec Threshold -30 dB

### Appendix I Transcript T9

#### Teacher 9 Complete Interview

- I: OK let's see it's recording [mhm]
- I: uhm yeah why don't you tell me a little bit about yourself↓ where did you grow up↓ #00:00:08-3#
- [mhm] T: OK I grew up in eh Germantown with uh I have a sister she's one year younger than I am and yes I went to school in Germantown actually in Germantown-district I made my *Abitur* ((TR: high school degree, A-levels)) ((laughs)) and uh then I worked in a bank I think it's called an (apprenticeship) ↑
- [mhm] yes I did it in a bank but I've found out uh that's not what I want to do my whole life and so I decided uh to study uhm yeah to being a teacher in a grammar school↓
- [mhm] mhm and I always liked English because I don't know but it was easy for me I had to l- learn the vocabulary but I don't know I it it was not hard
- [mhm] and after school I (went) for one year as an au pair uhm to Americantown
- [mhm] to the USA so it was uhm it was clear to me that I want to be a teacher for English because I like the language↓
- OK mhm #01:14-2#
- [mhm]
- I: OK when you uhm you were a kid too when you lived here right↑
- T: yeah mhm
- I: what do you remember that has maybe changed from your days

- I: in childhood #00:01:27-9#
- [mhm]
- [mhm]
- [mhm]
- [mhm]
- [mhm]
- [mhm]
- [mhm]
- I: mhm when you think about your own childhood and you see the children today what do you think has changed↑ #00:02:06-0#
- [mhm]
- [mhm]
- I: ah OK we'll get to that in a little bit yeah [mhm] would you uhm uhm well you've always lived here have you ever considered moving to a different place↑ #00:02:44-5#
- OK
- T: yeah uhm yeah
- T: the city of course  
uh the shops and they did everything new  
and uhm I I went to another school but this school is is still in Germantown ((laughs))  
so and it looks even the same ((laughs))  
and OK uhm my grandparents lived in Germantowndistrict  
and he has changed a lot too  
like shop and the buses they drive more in an hour yeah #00:01:58-8#  
mhm
- OK actually I don't remember this much about my grammar school I  
I remembered a boy going through everything in our class during the lesson↓ uh jumping up going on chairs uhm walking over the tables that's what I remember↓  
and of course my first teacher ((laughs)) #00:02:32-3#  
[mhm] yeah
- T: uhm after I've spent a year in America so this was my first goal to uh see another country and to live there uh

- learning about the people and the culture  
but after that when I came back I I  
decided I would like to stay near by my  
family↓
- [mhm] now my uh sister she is in uh  
Germantown
- [mhm] so sometimes we go to Germantown my  
uhm husband is uh born in Germantown
- [mhm] so we sometimes go to Germantown
- [mhm] and I have the feeling I'm coming around  
and I'm not so uhm stuck to one country  
but
- [mhm] I really want to be uh be with my family↓  
OK [mhm] #00:03:30-4#
- I: you said Americantown right↑
- T: yes
- I: so that's quite different
- T: yes yeah
- I: what do you think would be different  
for kids to grow up there↑
- T: uh oh  
yeah
- I: not only s- in school but also  
outside at home #00:03:44-8#
- T: OK now it's twenty-five years away  
((laughs))
- [mhm] and but then I remembered that h- uhm I  
walked to my school
- [mhm] and I uh took the bus to see my children  
there I had to drive the kids around all  
day
- [mhm] to their sports to see other kids and I  
even made uhm the plans to see other  
children
- OK because they they were so busy with  
sports and uh the little one uhm had I

think he was five years then and he went to school to learn Spanish in the afternoon↓

OK and so it was always busy but I was used to seeing other kids in the afternoon

[mhm] and so I often uhm made appointments

[mhm] uh with other mothers so the children can play↓

[mhm] and I would s- even say this is uhm more now↑

[mhm] that they are taken by mother or au pair or babysitter uhm the whole day and that there is not much spare time

[mhm] to just be around the house to look OK what's up

[mhm] and so I think this would be new for the kids here↓

yeah for the kids here↓

[mhm] even though it's nowadays it's more like this↓

[mhm] than it's used to be when I was a kid↓

OK mhm so my parents uh they weren't thinking about oh what could you like or what would you like to do in the afternoon↑

[mhm] yeah what was what would be a sport that would suits you↑

[mhm] [mhm] and nowadays the the parents planning these things for the kids

yeah [mhm] they also choose or or say uh to their parents I wou- I like swimming or so

yeah but but not

yeah this much

yeah yeah mhm

yeah mhm #00:05:49-6#

I: ((laughs)) OK very interesting uhm I'll [mhm]  
 show you this card now  
 you can read it and then you have you yeah  
 can also take notes↑ you have a minute to  
 think about what you would like to say↑  
 and then you will just like to say what yeah  
 you would like to say  
 and then I won't interrupt↓ [mhm] #00:06:10-7#  
 pause time: 00:01:14-2  
 #00:07:24-9#  
 I: OK I think we can yeah OK  
 just start [mhm]

#07:30-1# #00:00:00-0#

T: hm (0.30) so uhm {my} (0.34) my favorite teacher was my uh English  
 teacher in high school↑ :: (1.10) // uh because (0.30) uh we didn't have any (0.26)  
 uhm (0.44) English books :: (0.83) // he only gave us real English books to read or  
 copies↓ ::(0.78) // and he uhm (0).42 has an English wife↑ :: (0.79) // and he uh  
 invited us to their home↑ :: (0.43) // and the wife made uh rolls↑ (0.38) with (0.33)  
 uhm (1.03) strawberry jam :: // and uh we had tea time↑ :: (0.82) // and (0.67) he uh  
 tried :: {to} to (0.70) show (0.31) us what uhm the culture in English like↓ :: (0.62) //  
 by meeting real English people // his wife uh she sat at a table with us↑ :: (1.19) //  
 and showing us food :: // and uh we even went on uhm eleven days trip to Ireland↓ ::  
 (0.50) // but {not uhm to (0.35) one-} (0.34) not at one city↑ but we made a round  
 trip↑ :: (0.90) // and it (0.56) I don't remember uhm (0.93) the single uh (0.30) stops↑  
 :: (0.54) //but I remember Dublin↑ and different cottages↑ :: (0.54) // where we and  
 uhm (0.34) spend the night↑ :: (0.65) // and (0.63) (.) a club↓ (0.63) // where we've  
 been↓ :: (0.50) // and (1.12) uh (0.27) uh {it} {it was} uhm (0.88) to me it was very  
 interesting :: (0.30) to (0.74) get to know (0.33) another country :: (0.59) uhm (1.35)  
 by (1.45) uh traveling to it↓ (0.54) // and with my class and then (0.39) the English

wife↑ (0.56) // {I} I really loved it↓ :: (0.44) // and then↑ (0.41) again↑ (0.37) it was easy for me↓ :: (0.89) // to pick up new words :: {and} and (0.26) to talk to other (0.45) children :: {to uh} to talk to him↑ :: (0.47) // {and} and I just {like his way-} (0.42) liked his way of (1.21) teaching↓ :: (0.36) (0.95) // #00:02:05-4#

24 AS-units, 25 clauses

30 silences ≥ 0.5 sec. Threshold -25 dB

I: do you think uhm that experience has influenced you in your teaching↑  
#00:09:41-0#

[mhm]

[mhm]

[mhm]

[mhm]

mhm how do you think you've uhm introduced that in your classroom  
#00:10:33-3#

[mhm]

[mhm]

T: I think so but yes yes I think so because he was always very open minded and very friendly but uhm he he didn't liked a behavior of s- uhm saying yes or mhm but doing something else uhm yeah I yeah I liked him and he was very fair↓

because my parents are not uhm studied or something like this but uh we had the chance t- to really uhm get to know English and and uh to be appreciated by him when we were working hard and I liked that↓ #00:10:27-3#

uhm I tried to to teach uhm I I try to show that I really like the language and I want the children to have fun

uhm but I want them to pay attention and to be keen↑

on on what we are doing



- [mhm] and and I I don't like them to do something else or to not listening or to say right away oh I can't do it because I really think because I'm helping them
- [mhm] but I I need the feeling that that they want to
- [mhm] and that they are with me
- [mhm] yeah so and
- [mhm] that's I think that was (hint to)↓  
#00:11:21-5#
- [mhm] OK ((laughs))
- I: very good [mhm]
- uhm when you think about your time at yes [mhm]  
university↓ you have a degree in English
- when you think about your education at yeah  
university and compare that to your real experience in the classroom
- uhm what would you think education at [mhm]  
the university
- should change↓ could change↓ or have [mhm]  
they prepared you well↓  
and how you think #11:53-6#
- [mhm] T: mhm yeah not really uhm what I uhm I  
after my year in America I I knew I could speak English
- [mhm] but I also knew that I'm I'm not perfect  
and that there are maybe some problems by writing
- [mhm] all the things that's what I learned in uh  
university
- [mhm] to really check my writing and to try to improve it↓
- OK and but for for for my teaching I can't remember anything↓
- OK that was really *Referendariat* ((TR:

	teacher training))
OK	but I'm a teacher f- when did I think it
	was fifteen to twenty years ago
[mhm]	so it it has changed a lot because when I
	have my students now
[mhm]	in uh <i>GHR 300</i> ((TR: student education
	program))
[mhm] yeah	I think they are really good and they are
	well prepared
OK	and there are some teaching methods
	like uh <i>flyswatter</i> or something like this I
	learn from them because
[mhm]	it's new for me
[mhm]	so I think the uh it has changed a lot↓
	#00:13:07-6#
OK	mhm
interesting	yeah
I: uhm do you remember any specific	T: I knew
methods or #00:13:14-9#	I had a storytelling seminar
[mhm]	I I miss the word now I had the
	storytelling uh seminar and I remember
	this
[mhm] [mhm]	but nothing else
[mhm]	[mhm] something about lin- linguistic
OK	yes I had about linguistic
OK ((laughs))	yeah OK #13:39-8#
I: so now that you know if you have your	
experience	yeah
and you see the new student	yes
assistants coming in	yeah
what do you think would be good to	yeah
change↑	
it for in teacher education #00:13:52-1#	
	T: yeah uhm I would like to have the
	students like once a week or so in in

school↓

[mhm] I would yes so uhm the teachers can uhm use a benefit because of uh what they know coming from university

OK and I think maybe I can help them to handle a class

[mhm] and uh to find the right uhm works-worksheets

[mhm] to do for a special

[mhm] class and children

[mhm] and uhm the way you talk you talk in class

[mhm] like using short sentences just a few words

[mhm] and uh not uhm if the children don't understand you you don't change your words

[mhm] so you try to use the same or something like this↓

[mhm] uhm when my GHR 300

[mhm] students were he- here I had two uh young women and I really enjoyed the time↓

OK and and something they uhm showed my class I use

[mhm] and uh it it was so nice to really talk about teaching

OK English

yeah the way

[mhm] you teach English↓

[mhm] and and to try new things and yeah↓

OK I enjoyed it was fun mhm #00:15:12-6#

I: OK very good [mhm]

actually that's enough for the recording

we can talk some more if you'd like to

well that's f- enough for the recording	yeah fine #00:15:22-3#
#00:15:21-9#	[mhm]
so thank you↓	[mhm]
I'll just turn that off↓	yeah
#00:15:26-4	

**Appendix J Transcript T10**

## Teacher 10 Complete Interview

I: alright uhm yeah let's just talk about where you grew up↑ tell me about that a little bit #00:00:06-9#

T: OK uhm so about today you mean or #00:00:10-4#

I: no where you grew up #00:00:11-7#

T: oh where I grew up yes uhm #00:00:13-8#

I: you can forget about today #00:00:15-4#

T: OK uhm I grew up in a small village and uh it's it's really beautiful not that much people so very comfy very safe and I grew up with my family grandparents my sister my parents in one house so that was really nice #00:00:37-5#

I: uhu a-nice do you go there very often to visit↑ #00:00:41-6#

T: uhm I try to↓ but honestly after getting a first grade for the first time uhm yeah it's maybe once a month or yeah↓ #00:00:53-6#

[mhm]

I: OK and what if you think about when you grew up do you think things have changed #00:00:59-9#

T: yes I would say so definitely because uhm yeah technique is more important and the children are yeah I don't know we were very we tried to play a lot outside and yeah it was different because now the children they are yeah older↑

- maybe↑ yeah↓ #00:01:28-3#
- I: not so many little children↑ #00:01:30-6#
- uhu
- I: how many people do you think is that a small village↑ or bigger #00:01:47-7#
- I: mhm where you grew up #00:01:51-4#
- [mhm] OK
- I: and if you think about your own childhood
- I: what do you think has really changed maybe something that you were able to do when you lived there and that you can't really do anymore↓ #00:02:12-0#
- I: or kids today's children #00:02:20-0#
- [mhm]
- [mhm]
- I: mhm OK and the children today could also do the same things↓ #00:02:37-9#
- OK
- uhu
- I: uhu OK do you think you wou- you
- T: yeah bu- uhm but I think they are eight years old but they behave as they were ten or twelve or even older and yeah they're not that childish or yeah #00:01:42-2#
- T: uhm where I lived↑ or #00:01:49-7#
- T: mhm we have about six or seven thousand inhabitants yeah #00:01:58-6#
- T: uhm what I↑ can't do anymore #00:02:16-2#
- T: no I I don't think so↓ no I couldn't imagine about something that changed that much that I couldn't do anymore↓ #00:02:34-7#
- T: yeah they could do if they want to↓ but I think they they are not interested anymore↓ #00:02:43-6#

would go back↑ to live there↑ #00:02:49-5#

[mhm]

[mhm]

I: OK what do you like in particular when you're there what's with what's your favorite thing or what are your favorite activities when you go there #00:03:18-7#

OK

OK

[mhm]

[mhm] OK

[mhm]

OK alright

[mhm]

I: mhm are there things that #00:03:51-5#

I: mhm ((laughs)) yeah are there things that you really like here↑ #00:03:56-6#

[mhm]

T: I could imagine↑ that but first I want to live here I maybe if I have a family an own family children husband and yeah then village would be nicer to live as city↓

so I could imagine to go back then maybe in ten years or something #00:03:09-9#

T: honestly it's not a tic- activity because it's just like holiday↓ it's just spending time with my family spending time with friends uhm it's just being at home just I don't know↓ doing nothing↓ nothing for school nothing for work it's just relax and that's what I like↓ and it's very green we have got a garden so I can yeah just stay in the garden #00:03:49-5#

T: do some barbecue ((laughs)) that's it #00:03:52-3#

T: uhm yes here I like meeting friends going out maybe to the cinema or just spending time at a restaurant or bar café that's what I like here #00:04:08-6#

I: mhm alright OK very good I'm going to OK  
 show you a card  
 and you will have time to think for a [mhm]  
 minute  
 and then after that and you can take Oh OK  
 notes too  
 if you want to uhm [mhm]  
 uhm OK and then after that minute you'll talk about that  
 just uhm  
 talk about for two minutes and I won't  
 interrupt then↓ #00:04:40-2#  
 pause time: 00:01:49-8  
 [mhm]  
 OK #00:06:30-0#  
 OK just tell me about it and I won't ask  
 any questions

T: okay↓ (0.39) uhm (1.22) there are two teachers↑ :: (0.53) who influenced  
 me↑ :: uhm // I met them at the {fir- uh} twelfth and thirteenth (0.26) grade↑ (0.34) in  
 my school at home↑ :: (1.07) // uhm one of them taught (0.90) us in religion↑ :: (0.48)  
 and the other one in (0.27) sports↑ (0.82) // and (0.34) I really liked them :: because  
 they were (0.74) (0.42) both very open-minded↑ very friendly↑ (0.62) and very fair  
 teachers↑ :: // that's (0.54) {m-} very important :: I think↑ :: (0.47) // uhm they were  
 funny↑ :: // they were making jokes :: (0.28) but uhm (0.74) they were very (0.41)  
 strict↑ :: (1.17) // at the other side↑ (1.34) // and we could (0.44) talk about  
 everything with them :: // they were (1.03) yeah always there for us↑ :: (0.48) // and  
 uhm (0.59) my (0.38) religious teacher she inspired me to study the subject as well↑ ::  
 // so I'm now a (0.26) teacher in religious studies as well↑ :: (0.63) // and uhm (0.46)  
 yeah my sport teacher (0.58) was even (0.81) yeah I don't know :: she was special ::  
 because we could meet (0.53) in our free time↑ :: (0.47) // so we spent evenings  
 together :: // and uh (0.53) we danced a lot (0.58) :: // and we were watching uh



Bollywood (0.38) films and everything :: because we do that at sport as well :: // (0.45) and yeah that was really really (0.59) cool time :: and (1.38) // we know :: they were our teachers :: but (0.30) they were even more↓ :: (0.56) // sometimes it feels like friends :: // and {that wa-} (0.40) yeah that was really special :: I think↓ (0.88) // and that influenced me :: because I try to be (0.58) such a teacher as well (1.11)// yeah↓ (0.25) // #00:01:40-5#

AS-units: 22, clauses: 29

25 silences ≥ 0.5 sec Threshold -25 dB

I: mhm OK very good uhm how do or  
how do you think you transport that into  
your teaching #00:08:24-2#

I: [mhm]

I: [mhm]

I: mhm uhm and if you think about your  
own university career what do you uhm  
what do you remember that you think  
helped you or maybe didn't help you at  
all

or things that you missed uh once you  
started teaching #00:09:18-0#

T: just to be always there for my children  
to to listen to them even if they're not  
speaking so just having yeah I don't  
know to to see what they are doing  
maybe if they they are n- unhappy or if  
they change in their behavior to just to to  
recognize that and to yeah maybe to ask  
what happened and yeah not just  
teaching go out of the class and that's it  
but it's even more it's yeah  
and that's what I try to be↓ #00:09:00-5#  
((giggles))

T: yeah I think uhm yeah studying to be a  
teacher is I don't know↑ not that  
important because what we learned at

- [mhm] university is not what we needed here  
maybe if you want to be a teacher for uh  
secondary school it's yeah it's necessary  
but for primary school not because uhm  
((smacks)) yeah we learned something  
about Shakespeare about I don't know  
the uhm the uh *Entwicklung* ((TR:  
development)) the I don't know↑
- [mhm] about uh the bible and
- [mhm] everything but that's not what we do  
with the children
- OK but what we do with the children we  
learned a little bit in our practical uhm  
((smack)) practical studies but not  
in the theoretical
- [mhm] part of the university studies
- [mhm] so honestly
- [mhm] it really didn't help me↓ #00:10:18-1#
- I: mhm OK what would you like to see  
changed↑ now if you could start again  
what would you like to see  
different↑ #00:10:26-6#
- [mhm] T: I think I think for becoming a primary  
teacher it would be most important not  
just to study two↑
- [mhm] uhm two subjects like
- [mhm] English and and religion
- [mhm] but to study all the subjects
- [mhm] because now I have to educate  
everything
- OK starting from German about mathematics  
and everything but I didn't study it
- OK so it would be important just to change  
the studies so that we can practice in  
every subject we taught

OK	later on
uhu	and to to go more into the schools and to practice teaching
OK	that would help↓ #00:10:58-8#
I: mhm and in partic- do you have anything in mind for English in particular↑ seems weird #00:11:04-8#	
[mhm]	T: yeah how to teach English↓
	because we have children who can't speak any English
[mhm]	or even know some words
[mhm]	uhm like Burger King or whatever
((laughs))	uhm but not Shakespeare or something like that so we could or should learn how to teach English how to teach a language what happened in the children's minds while learning a language
[mhm]	so
[mhm]	that would be helpful↓ #00:11:34-9#
[mhm]	
I: OK mhm OK uhm if you think about uhm staying abroad I don't know if that was- you've been abroad↑ #00:11:45-3#	
[mhm]	T: yes I've been I uh have spent three months in South Africa uhm I think that's really important because uhm if you have no chance to to pro- improve your English maybe while school n- some of them went to to America or England while the eleventh grade uhm but if not it's important to improve your English and to speak more English because most of the uhm English lessons at university were even in German
OK	so there was not a lot of speaking English while university so I think it's really
OK	

<p>OK</p> <p>[mhm]</p> <p>I: mhm OK↓ very good I think that's actually enough already so we can talk some more but we don't have to record it↓ ((laughs)) OK thank you #00:12:53-9#</p>	<p>important to go abroad and to learn about some other cultures because even at the primary school we try to teach them uhm something about intercultural communication and intercultural awareness and everything so it would be important to know about that↓ #00:12:40-2#</p> <p>OK ((laughs))</p> <p>OK ((laughs))</p>
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### Appendix K Transcript T11

#### Teacher 11 Complete Interview

I: yeah it's recording [mhm]  
 uhm and please don't mention any names #00:00:07-7# yes OK #00:00:08-7#

I: no not the name #00:00:10-0# T: it's anonymous #00:00:10-4#

I: of the school it's anonymous OK #00:00:11-6#

I: so no name of anybody or no school [mhm]  
 not even places if you feel like you can OK  
 sort of describe the place but uh you  
 don't have to mention that  
 yeah just tell me where you grew up↓ a  
 little bit about that place↓ #00:00:26-5#

[mhm] T: so I was born in in the uh Germanriver  
 area↑ in Germantown↑

[mhm] and uh I lived there seven years and after  
 it we moved in next to Germantown

[mhm] uh the Germanstream next to the  
 Germanstream and there I grew up uh  
 and I studied in Germantown and uhm  
 for teaching uh I learned all in in  
 Germantown

[mhm] next to the European country uhm bor-  
 uhm

[mhm] border↑ *ja* ((yes))

[mhm] yeah↑ and so that's it↓

[mhm] and I have two uhm brothers and I lived  
 all the time with dogs

OK in the family and so

[mhm] that's it↓ #00:01:13-7#

I: do you remember anything particular

from your childhood about that place  
where you grew up↑ #00:01:19-1#

[mhm]

I: a little creek↑#00:01:37-9#

[mhm]

[mhm]

I: do you go there sometimes to visit↑  
#00:01:58-2#

[mhm]

I: and if you look at it now↓ what do you  
think has changed from when you were a  
child #00:02:07-1#

[mhm]

[mhm] [mhm]

T: oh it's it was a rural very rural and  
uhm with uhm lots of woods and and  
uhm little uhm uh *Bach* ((TR: creek)) I  
don't know the word in English what is  
*Bach* ((TR: creek))

a little mhm #00:01:37-0#

T: creek yes

a little creek and we we uhm played all  
the time outside and uh s- it's some  
things like uhm chasing and and an-  
gendarmes and all these↓ that's very very  
uh amazing

yeah↓ #00:01:55-6#

T: yes I visit my parents

yeah↓ #00:02:01-1#

T: ((chuckle)) uhm ((laughs)) uh a lot↓  
there there is a lot↓ when I when I see  
the children today uh they live in a world  
very uh in a very busy world with all uh  
internet and TV and uhm all an- and the  
the parents don't have any time for the  
children they have to work a lot and and  
uhm when I was child my mother uh  
stayed at home and

uhm she had the time for the children  
and we we didn't have TV or something  
like that

like this we we we just played outside

- [mhm] and and  
with the dog with the with the animals  
outside and it was more mhm peaceful
- [mhm] I think↓
- [mhm] yeah #00:02:57-4#
- I: and has something changed in  
particular↑ that place where you grew  
up↑ something that you remember doing  
when you were a kid and that you think  
kids who grow up there now can't do or  
don't do↑ #00:03:10-4#
- [mhm] T: oh I think in this area wh- so uh TV  
and internet is uh uh is there too but they  
all s- they can they can live like I lived  
before uh  
because it's there are s- just small  
villages you have to uh drive uh ten  
twenty kilometers to the next uh little  
town and it's very it's wo- it it's it's uh  
peaceful
- [mhm] now t- now it's it didn't change
- [mhm] a lot↓
- OK [mhm] mhm #00:03:45-8#
- I: and do you still remember that school  
there↑ #00:03:48-4#
- I: ((laughs)) T: yeah↓
- is that [mhm]
- still so
- there [mhm]
- I: when you were a kid yeah #00:03:55-9# T: in in my childhood #00:03:54-7#
- I know I know #00:03:56-0# yes uh oh I  
uh had a teacher who uhm gave us what  
is it #00:04:02-6#

spanking↑ #00:04:03-1#

[mhm]

OK

[mhm]

I: [mhm] is there a favorite place that you like going to when you when you're there sort of uh a place that you really liked when you were a kid and that you like going back to #00:04:28-2#

[mhm]

[mhm]↑

[mhm]

[mhm]↑

OK

I: mhm OK OK I'll give you this card↑

I: uhm you can think about it for a minute and take notes if you like↑

I: and then I'll ask you to ((paper sound)) say something about ((paper sound)) about what you've uhm about the answers and then after that you'll just speak for one to two minutes↓

((clearing throat))

yes and they he threw chalk and and the the keys and

it was uh

oh

sometimes dangerous ((laughs))  
#00:04:15-4#

T: uhm there is no special place but all the the atmosphere is uh I I feel so I I've I all uh s- all all the times I feel being child↓

when I'm uh there and uh the atmosphere is something very very uh calm

and and you can breathe and you you don't need you don't hear any noise from from uh cars or uh planes or something like that it's just nature↓

yeah

and that's what I I feel an- I think about when I when I think about my my uh hometown #00:05:13-3#

[mhm]

[mhm]

oh

[mhm]



#00:05:38-8#

pause time: 00:01:22-3

#00:07:01-1#

OK

T: °uh uhm patien-patience↑ not patient°  
((scribbling))

is it #00:07:08-1#

I: yeah you just start↓ you can make up ((scribbling)) #00:07:48-5#  
the answers while you go along  
#00:07:26-1#

I: OK #00:07:47-6#

T: ((scribbling)) #00:07:49-7#

#00:07:49-4#

T: OK↓ so uhm (0.68) my teacher (0.26) in primary school↓ it was my first teacher :: when I moved uhm from the rural area to the new village↑ (0.34) next to Germantown↑ (0.46) // it was my first teacher in class one and class two↑ :: (0.78) // and she taught me all subjects↑ :: (0.30) // and she was (0.38) {a} (0.34) a great woman↓ :: uhm (0.39) // she was (0.54) like a second mother↓ :: (1.07) // for all the children not just for me but for all the children // she was so friendly so patient :: (0.85) // and uh (0.80) all the time she smiled :: // and (0.94) uh (0.62) she had a lot of fun with us↓ :: // (0.65) and that {what I} {what I} uh (1.55) I loved so much↓ :: (1.58) // uh I never thought :: (0.85) to be (0.66) work for her↓ :: (1.22) // something like that (0.98) // and uhm (1.70) when I was (0.38) fifteen sixteen :: (0.50) I knew (1.14) :: I want to become teacher↓ :: (0.59) // {like} (0.42) like uh my first teacher↓ // (0.77) I want :: to be {like her} uh {like sh-} (1.04) yeah (1.38) (1.05) like her↓ :: // yup (0.47) and uh {I} I uh (0.55) met her (1.37) some years later (0.31) again↑ :: // (0.90) and I told her↓ :: (1.71) // and {she} she was so happy to hear :: (0.45) {that

she is-} that she was uh for me the person :: (0.54) who uh (0.52) had a great influence (0.37) for my (0.38) life↓ :: (0.85) // for my working life↓ (0.79) // yeah (1.14) (5.55) // *tja* ((TR: well))↓ // (1.18) (0.34) I don't have any contact now :: but (1.97) I hope :: she's alive :: ((laughs)) (0.44) uh (1.25) // yeah↓ (1.98) // that's it↓ :: // something more↑ // #00:02:03-2# #00:09:52-6#

AS-units 25, clauses 25

36 silences ≥ 0.5 sec Threshold -30 dB

I: no that's OK ((laughs)) #00:09:53-9#

T: yeah is it OK↑#00:09:55-4#

I: yeah sure uhm if you rem- now uhm do you think some of that experience has transferred to your own teaching↓

[mhm]

T: yes #00:10:04-0#

yes I try every day to be uh that patient and that friendly to my children to my pupils uh to give them what she gave me↓

[mhm] [mhm]

yeah

[mhm]

it's everyd- everyday I I don't think uh uh actively but but I I always have these these memories in in my head and in my heart and and I want to be like she was before↓ #00:10:34-5#

I: OK mhm is there uh like any particular methodology that she has influenced you or was it just the personality and uhm the personality and how she handled it↓ #00:10:47-3#

no

it was just

yeah

the personality yeah

- I: [mhm] T: and the joy  
her joy and she was so so ah my  
children↓ and can we go out and let's uh  
let's do something and  
[mhm] she was so uh uhm uh I I'd I never loved  
eh loved uhm maths mathematics  
OK and she wh- uh she uh says "so Isabelle  
uh so uhm we do it"  
[mhm]↑ "you can do it you can do it" and so like  
like uh uh Mr. Obama I we can do it we  
((laughs)) uhm so she's she told me in maths and  
[mhm] I tried  
[mhm] all the time and  
and you could ((laughs)) mhm  
((laughs)) in primary school yes ((laughs))  
((laughs))#00:11:35-0# great yeah  
I: uhm when you think about your uhm  
your experience at the university when  
you were a student [mhm]  
and you said that you did your studies [mhm]  
for Europeanlanguage so not so much for  
English  
but still if you think about how they  
prepared you for the classroom  
#00:11:52-5#  
[mhm] T: oh this was not no good prepare- no  
no good preparing↓  
no uhm I learned a lot in  
Europeanlanguage↑ and I was perfect in  
Europeanlanguage  
[mhm] but uhm and an- all we learned methods  
an- and all what we have to do how we  
can work in school but they didn't uh let  
us practice enough before↓  
[mhm] and I think uh young teachers have to

	practice more↓
[mhm]	before
[mhm]	to see what this uh work↑ uh
[mhm]	has to to uh what we have to do
[mhm]	what is my work
yeah [mhm]	and uhm my all all the the whole package
	I think and
[mhm]	and not not just this is my subject and I
	have to do this in my
[mhm]	subject OK this is one part
[mhm]	but you have a lot of
yeah	what you have to do and
[mhm]	and uhm this is what I didn't learn↓
OK	and I I did some practice in in in some
	schools and they all told me wow you're
	a good teacher
[mhm]	come on go on you will be a great teacher
	and you will do it uhm
[mhm]	and uhm when I came to the uhm oh
	<i>Vorbereitungsdienst</i> ↑ ((TR: teacher
	training duty)) what is it pre- preparing
[mhm]	uh to become teacher
OK [mhm]	in in school↑ they told me "no↓ you are
	you are here you are not in the right
	place you you you should think about
	another work and
uh	it's not
[mhm]	this is not yours↓
[mhm]	and it uh I I uh I told you I I knew it from
	from fifteen sixteen years old I will
	become teacher
[mhm]	for primary school
yes	not for
yeah	the the higher school #00:13:54-8#
high school #00:13:55-2#	but uhm

- [mhm] high school↓ and uh but I struggled and I I I I tried to to learn for myself and uh I learned it uh for me
- [mhm] and they uh all the the uhm we had there teachers in that school they didn't help
- OK they didn't help and I did it all for me on or all alone
- [mhm] and uh when I I reached I reached it I was uh I was t- I was teacher uh one and after one and a half years
- [mhm] they uh I I got uh a job in a primary school next to my uh hometown
- [mhm]↑ and there I learned very very a lot
- OK of all these things↓ I learned them being teacher
- OK I learned them
- I: [mhm] I didn't learned them in university I didn't learned them in the uh *Studienseminar* ((TR: teachers' seminar)) but I learned them being teacher
- [mhm] I had to do it and I learned it↓
- [mhm] and and I did it↓
- [mhm] and I I I I uhm I became more and more a better teacher↓ #00:15:04-1#
- I: mhm OK so what would you like to see changed↑ if you had to go back to university now↓ starting all over again↓ what would you like to see changed↑
- I: or implemented #00:15:19-1#
- [mhm] T: uhm for primary school
- [mhm] T: uh it would like uhm that the the students go one day or two days a week into into school↓
- in in and then they see what they have to do

- [mhm] and they they have to do it in st- in while studying uh they have to do some practice
- [mhm] more practice
- [mhm] OK yeah #00:15:40-5#
- I: [mhm] OK that's actually enough yeah ((laughs)) already
- right here↓ we can talk some more but we don't need to record it↓ #00:15:47-6#
- [mhm] T: yes and I I think they change it in in Lower Saxony↓ they changed it now and they they send uh the students in schools before uh st-uh before the time
- yes *Studienseminar* ((TR: teachers' seminar)) #00:16:00-6#
- I: yeah they've changed that #00:16:01-8#
- yes T: it's *GHR 300* #00:16:02-4#
- [mhm] I think *ne*↑ ((TR: isn't it)) and that's it's I I think I uh uh think it's it's a good
- [mhm] uh a good way now↓ #00:16:10-3#
- [mhm] yeah
- I: OK↓ well thank you we can talk some more↑ but I'll just turn that off #00:16:16-4#
- T: yeah uh my English is not that uh #00:16:19-2#
- ((laughs)) ((laughs))
- I: well thank you↓
- #00:16:19-5#

Appendix L CAF raw scores

Speech rate syl. total dur.	Pruned syllables per 100 words	Words without fillers uhm	Pruned syllables total	Syllables	Total duration sec	Pause thre-- shold sec	Silence thre-- shold dB	Teacher
3.659	120.906	303	347	420	114.78	0.25	-35	1
3.455	128.963	357	423	515	149.07	0.25	-35	2
2.426	117.582	225	214	353	145.50	0.25	-30	3
2.772	121.627	548	513	557	200.92	0.25	-40	4
4.210	132.927	248	327	361	85.74	0.25	-25	5
3.585	125.263	225	238	425	118.56	0.25	-30	6
3.476	126.791	391	407	512	147.31	0.25	-40	7
3.769	127.605	552	698	663	175.91	0.25	-30	8
3.076	127.692	212	249	386	125.48	0.25	-25	9
3.112	132.320	212	262	313	100.59	0.25	-25	10
2.722	120.968	203	225	329	120.88	0.25	-30	11

Pruned speech rate	Ratio pause total dur. sec	Pruned Art- Phon. time	Phon- ation time sec	Mean pause duration sec	Silent pause duration sec	Silent ≥ 0.5 sec pauses	Number silent pauses	Articula- tion rate	
								syl.	phon-
								time	Teacher
								time	Teacher
3.023	0.238	3.967	87.480	0.557	27.30	23	49	4.801	1
2.838	0.243	3.747	112.900	0.646	36.17	26	56	4.562	2
1.471	0.352	2.270	94.270	0.826	51.23	37	62	3.745	3
3.051	0.208	3.852	159.150	0.536	41.77	35	78	3.500	4
3.814	0.205	4.798	68.150	0.533	17.59	16	33	5.297	5
2.007	0.328	2.986	79.700	0.648	38.86	37	60	5.332	6
2.763	0.208	3.489	116.640	0.682	30.67	28	45	4.390	7
3.968	0.183	4.854	143.800	0.595	32.11	29	54	4.611	8
1.984	0.275	2.737	90.980	0.605	34.50	31	57	4.243	9
2.605	0.278	3.609	72.590	0.609	28.00	25	46	4.312	10
1.861	0.399	3.099	72.610	0.911	48.27	37	53	4.531	11



AS-units	Mean length of runs	Runs	Repeti- tions per minute		Repairs per minute		Filled pauses per min.		Teacher
			total dur.	Repeti- tions	total dur.	Repairs	total dur.	Filled pauses	
29	8.571	49	1.045	2	2.091	4	6.796	13	1
28	9.196	56	3.220	8	0.805	2	16.502	41	2
26	5.694	62	3.299	8	2.062	5	7.835	19	3
53	7.051	79	7.466	25	1.493	5	9.556	32	4
20	11.281	32	1.400	2	0.000	0	2.099	3	5
26	7.083	60	6.579	13	2.530	5	4.555	9	6
38	11.130	46	2.037	5	1.629	4	8.961	22	7
52	12.055	55	2.047	6	2.388	7	5.798	17	8
24	6.893	56	3.347	7	1.434	3	11.954	25	9
22	6.804	46	0.596	1	1.193	2	9.544	16	10
25	6.093	54	2.978	6	1.489	3	9.431	19	11

Words per AS- unit	Pruned words total (tokens)	Clauses per AS- unit	Number of clauses	Error- free			Percent- age			Error- free clauses	Sub- ordinate clauses	Teacher
				clauses per AS- unit	clauses per AS- unit	clauses per AS- unit	error- free clauses	error- free clauses	error- free clauses			
9.897	287	1.862	54	1.828	98.15	53	12	1				
11.714	328	1.929	54	1.893	98.15	53	12	2				
7.000	182	1.538	40	1.038	67.5	27	2	3				
9.509	504	1.660	88	1.547	93.18	82	23	4				
12.300	246	1.700	34	1.700	100	34	10	5				
7.308	190	1.308	34	1.154	88.24	30	7	6				
8.447	321	1.526	58	1.447	94.83	55	9	7				
10.519	547	1.827	95	1.635	89.47	85	12	8				
8.125	195	1.042	25	0.833	80	20	6	9				
9.000	198	1.318	29	0.955	72.42	21	6	10				
7.440	186	1.000	25	0.760	76	19	5	11				

Type- token ratio	Lexical density mtld	Lexical diversity D vocd <sup>(a)</sup>	Subordin ate clau–		Teacher
			ses per recorded minute	subordinate clauses to AS- units	
0.45	35.50	46.473	6.273	0.414	1
0.42	36.57	56.010	4.830	0.429	2
0.42	27.32	35.600	0.825	0.077	3
0.41	22.20	42.917	6.868	0.434	4
0.51	39.61	62.767	6.998	0.500	5
0.44	23.96	44.310	3.543	0.269	6
0.46	54.61	66.957	3.666	0.237	7
0.52	52.15	66.813	4.093	0.231	8
0.57	27.52	55.663	2.869	0.250	9
0.5	56.83	62.493	3.579	0.273	10
0.48	22.74	44.990	2.482	0.200	11

<sup>(a)</sup> Average value of three calculations of vocd on Text Inspector (see section 3.2.2.2.2 for calculation details.)

## Appendix M Teacher questionnaire

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**Questionnaire**

*Vielen Dank für Ihre Teilnahme! Bitte füllen Sie den Fragebogen zu Ihrem Hintergrund und Ihrem Gebrauch von Englisch aus.*

**Hintergrund**

*Bitte füllen Sie aus.*

Ich habe einen Studienabschluss in Englisch.	<input type="checkbox"/> ja <input type="checkbox"/> nein
Ich habe in einem englischsprachigen Land gelebt.	<input type="checkbox"/> ja <input type="checkbox"/> nein

---

Falls ja, Land und Dauer:

In den letzten zwei Jahren habe ich eine Zeit in einem englischsprachigen Land verbracht.	<input type="checkbox"/> ja <input type="checkbox"/> nein
---	---

---

Falls ja, Land und Dauer:

---

Ich unterrichte Englisch seit:	<input type="checkbox"/> weniger als 2 Jahren	<input type="checkbox"/> 2-4 Jahren	<input type="checkbox"/> 5-7 Jahren	<input type="checkbox"/> 8-10 Jahren	<input type="checkbox"/> mehr als 10 Jahren
Ich habe Familie, FreundInnen oder Bekannte, mit denen ich mich regelmäßig auf Englisch austausche.	<input type="checkbox"/> ja <input type="checkbox"/> nein				

Wenn ja, wie häufig?

### Gebrauch von Englisch im Unterricht

*Bitte schätzen Sie Ihren Englischgebrauch im Unterricht.*

Im Unterricht spreche ich im Durchschnitt ungefähr ____ % Englisch mit den Kindern.	<input type="checkbox"/> 0-20%	<input type="checkbox"/> 21-40%	<input type="checkbox"/> 41-60%	<input type="checkbox"/> 61-80%	<input type="checkbox"/> 81-100%
---	--------------------------------	---------------------------------	---------------------------------	---------------------------------	----------------------------------

### Eigeneinschätzung

*Bewerten Sie folgende Aussagen auf einer Skala von 1 bis 5.*

	stimme gar nicht zu				stimme voll zu
Ich fühle mich sicher im Umgang mit Englisch.	1	2	3	4	5
Ich kann mich immer auf Englisch ausdrücken.	1	2	3	4	5
Ich habe genug Englischkenntnisse zum Unterrichten.	1	2	3	4	5

### Einschätzung zum eigenen englischen Sprachgebrauch im Umgang mit den Schüler\_innen

*Bewerten Sie folgende Aussagen auf einer Skala von 1 bis 5.*

Wenn ich mit meinen Schüler_innen Englisch spreche,...					
	gar nicht				sehr stark
... verlangsamt ich meine Sprache.	1	2	3	4	5

---

Wenn ich mit meinen Schüler\_innen Englisch spreche,...

---

	gar nicht				sehr stark
... mache ich mehr Sprechpausen.	1	2	3	4	5
...wiederhole ich Wörter oder Phrasen häufig.	1	2	3	4	5
... vereinfache ich die Satzstruktur durch einfache Hauptsätze.	1	2	3	4	5
...gebrauche ich vereinfachtes Vokabular.	1	2	3	4	5

---

**Thank you very much!**

---

**Appendix N Teacher scores questionnaire**

Item	Teacher	1	9	10	11
1	Percent English in class	81-100	81-100	61-80	81-100
2	Slow down	4	5	4	4
3	Pause more often	3	5	4	4
4	Repeat words	4	5	5	3
5	Simplified structure	5	5	5	5
6	Simplified vocabulary	4	5	5	5
7	Adaptive language score	4	5	4.6	4.2
8	Confident in English	5	3	4	4
9	Express in English	4	3	4	3
10	Language proficiency speaking score	4.5	3	4	3.5
11	Language proficiency teaching score	5	3	5	5

*Note.* Item 7 = Mean of items 2–6; Item 10 = Mean of items 8 and 9.



**Tables Students' Vocabulary and Grammar Test Results**

## Appendix O Student raw scores

teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
1	SEaLS	1					114	122	58.333	40.278		-18.056
1	SEaOK	1					124	132	55.556	58.333		2.778
1	SEaM	1					142	150	41.667	52.778		11.111
1	SEaAK	2					113	121	51.389	51.389		0.000
1	SEaKM	2					121	129	51.389	48.611		-2.778
1	SEaEG	1					114	123	58.333	59.722		1.389
1	SEaJW	1					112	121	48.611	41.667		-6.944
1	SEaAW	1					98	106	48.611	43.056		-5.556
1	SEaPG	1					135	143	51.389	52.778		1.389
1	SEaTS	2					118	126	44.444	52.778		8.333
1	SEaKG	2					120	128	47.222	52.778		5.556
1	SEaDH	1					120	128	45.833	41.667		-4.167
1	SEaMB	1					115	123	45.833	40.278		-5.556
1	SEaN									51.389		
9	HlaAS	1	105	113	53	48	108	116	51.389	56.944	-5	5.556
9	HlaAV	1	108	116	59	30	111	118	44.444	55.556	-29	11.111
9	HlaAY	1	116	124	58	62	119	126	47.222	54.167	4	6.944
9	HlaCG	2	115	123	58	13	118	125	47.222	45.833	-45	-1.389
9	HlaFB	1	111	119	57	59	114	121		56.944	2	



teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
9	HIbMS	1					110	117	54.167	63.889		9.722
9	HIbZB	1					114	121	52.778	59.722		6.944
9	HIbLE	1								63.889		
9	HIbLiB	2								54.167		
9	HIbIM	1					120	127	61.111	72.222		11.111
9	HIbLuB	2					113	120	52.778	55.556		2.778
9	HIbAK	2							50.000			
9	HIbEI	2					112	119	51.389	50.000		-1.389
9	HIbMK									51.389		
9	HIbML	1					120	127	59.722	44.444		-15.278
9	HIbCE	2					117	125	51.389	48.611		-2.778
9	HIbJD	1					117	124	44.444	40.278		-4.167
9	HIbLN	1					110	118	55.556	37.500		-18.056
9	HIbMF	2					118	125	59.722	55.556		-4.167
9	HIbMP	2					108	116	54.167	62.500		8.333
9	HIbMY	2					108	116	54.167			
9	HIbKK	1					117	124	47.222	41.667		-5.556
10	ALbio	1	138	146	38	39					1	
10	ALbda	1	118	125	28	35					7	
10	ALbpr	2	117	124	45	59					14	
10	ALbdg	2	117	124	50							

teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
10	ALbmt	2	107	114	59	59					0	
10	ALbjl	2	111	118	38	55					17	
10	ALbjd	2	109	116	33	43					10	
10	ALbwz	2	113	120	69	48					-21	
10	ALblp	2	109	116	45	54					9	
10	ALbhm	2	107	114	50	41					-9	
10	ALblh	1	111	118	38	41					3	
10	ALbnc	1	130	137	31	35					4	
10	ALbeb	1	116	123	53	58					5	
10	ALbag	1	128	135	67	71					4	
10	ALboy	2	115	122	37	37					0	
10	ALbrd	2	114	121	43	48					5	
10	ALbsf	1	116	123	27	24					-3	
10	ALbn	1	120	127		13						
10	ALbro	2	112	120		55						
10	ALbm	2	134	142		55						
10	ALaJWI	1					121	128	50.000	48.611		-1.389
10	ALaFT	1					110	117	52.778	54.167		1.389
10	ALaLN	1					111	119	50.000	55.556		5.556
10	ALaRF	1					109	116	47.222	54.167		6.944
10	ALaAW	1					141	148	61.111			

teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
10	ALaHF	2					118	125	45.833			
10	ALaEC	1					115	122	52.778	56.944		4.167
10	ALaJS	2					117	124	54.167	44.444		-9.722
10	ALaCL	1					115	123	48.611	47.222		-1.389
10	ALaDB	1							54.167	44.444		-9.722
10	ALaTJ	1					108	117	59.722	56.944		-2.778
10	ALaDR	2					137	144	61.111			
10	ALaST	1					117	124	55.556	54.167		-1.389
10	ALaJWE	2					118	125	48.611	48.611		0.000
10	ALaLK	1					119	127	50.000	56.944		6.944
10	ALaAL	2					118	125		52.778		
10	ALaAY	1					145	152		52.778		
10	ALaVE	2					143	150		50.000		
10	ALaNN	1					118	125		61.111		
10	ALaEA	2					122	130		50.000		
10	ALaAN	1					134	141		44.444		
10	ALaHH	2								51.389		
10	ALaS	2					142	149		58.333		
11	DRaEW	2	114	122	72	45	115	122	59.722	58.333	-27	-1.389
11	DRaSkL	1	113	121	39	48	114	122	56.944	54.167	9	-2.778
11	DRaLS	1	109	117	35	37	110	118	44.444	55.556	2	11.111

teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
11	DRaML	2	121	129	46	64	122	129	43.056	55.556	18	12.500
11	DRaJoK	2	112	119	48	33	113	120	52.778	55.556	-15	2.778
11	DRaCK	1	110	118	36	38	111	119	51.389	62.500	2	11.111
11	DRaLB	1	119	127	61	14	120	128	45.833	52.778	-47	6.944
11	DRaNmL	1	114	121	48	58	115	122	54.167	50.000	10	-4.167
11	DRaPR	1	114	122	49	39	115	123	41.667	48.611	-10	6.944
11	DRaRP	2	112	120	62	65	113	121	47.222	58.333	3	11.111
11	DRaFE	1	117	125	15	41	118	125	50.000	47.222	26	-2.778
11	DRaMR	1	120	127	41	66	121	128	45.833	54.167	25	8.333
11	DRaBT	2	109	117	13	35	110	118	55.556	54.167	22	-1.389
11	DRaJuK	2	114	122	37	35	115	123	44.444	55.556	-2	11.111
11	DRaLW	2	113	121	67		114	121	52.778			
11	DRaSB	1	108	116	57	64	109	117	54.167	55.556	7	1.389
11	DRbCR	2					109	117	52.778	59.722		6.944
11	DRbHS	2					116	124	51.389	55.556		4.167
11	DRbSK	2					125	132	37.500	61.111		23.611
11	DRbSZ	1					117	125	45.833	58.333		12.500
11	DRbVW	2					119	127	55.556	63.889		8.333
11	DRbLP	1					118	126	50.000	52.778		2.778
11	DRbJT	2					119	127	55.556	65.278		9.722
11	DRbLB	1					123	130	52.778	56.944		4.167

teacher.id	ID	gen <sup>a</sup>	age_t1_vocab <sup>b</sup>	age_t2_vocab	vocabtest_t1 <sup>c</sup>	vocabtest_t2	age_t1_gramm	age_t2_gramm	gramtest_t1 <sup>d</sup>	gramtest_t2	vocab.diff t2-t1	grammar.diff t2-t1
11	DRbTB	2					114	122	51.389	59.722		8.333
11	DRbWE	2					119	127	54.167	51.389		-2.778
11	DRbJK	2					113	120	52.778	59.722		6.944
11	DRbLG	1					113	120	45.833	56.944		11.111
11	DRbHG	1					112	120	44.444	61.111		16.667
11	DRbLI	1					109	117	47.222	58.333		11.111
11	DRbJS	2					109	117	47.222	59.722		12.500
11	DRbAT	1					116	124	52.778			

Notes. a. 1 = female, 2 = male

b. Ages in months.

c. BPVS3 raw scores.

d. Percent correct answers ELIAS Grammar Test II parts A and B.



**Appendix P Students' age***Descriptive statistics students' age*

	<i>N</i>	Min	Max	Mean	<i>SD</i>
Age t1 vocab	57	105	138	114.44	6.519
Age t2 vocab	57	113	146	122.21	6.463
Age t1 gramm	101	98	145	117.13	8.148
Age t2 gramm	101	106	152	124.66	8.014

*Note.* Age in months.

*Students' age by teacher*

Teacher	Age t1 vocab	Age t2 vocab	Age t1 gramm	Age t2 gramm
1	Mean		118.92	127.08
	<i>n</i>		13	13
	<i>SD</i>		10.836	10.751
	Min		98	106
	Max		142	150
9	Mean	112.48	120.81	114.86
	<i>n</i>	21	21	35
	<i>SD</i>	4.654	4.643	4.532
	Min	105	113	108
	Max	123	131	126
10	Mean	117.10	124.25	122.76
	<i>n</i>	20	20	21
	<i>SD</i>	8.843	9.043	12.124
	Min	107	114	108
	Max	138	146	145
11	Mean	113.69	121.50	115.19
	<i>n</i>	16	16	32
	<i>SD</i>	3.911	3.847	4.336
	Min	108	116	109
	Max	121	129	125

*Note.* Age in months.

### Appendix Q Paired samples t-test

#### *Paired samples statistics vocabulary and grammar*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	vocabtest_t1	45.76	49	13.759	1.966
	vocabtest_t2	47.45	49	15.658	2.237
Pair 2	gramtest_t1	51.070	87	5.550	.595
	gramtest_t2	54.390	87	7.616	.816

#### *Paired samples correlations vocabulary and grammar*

		N	Correlation	Sig.
Pair 1	vocabtest_t1 & vocabtest_t2	49	.197	.175
Pair 2	gramtest_t1 & gramtest_t2	87	.273	.011

#### *Paired samples t-test (2-tailed)*

Paired Differences								
95% Confidence								
Interval of the								
Difference								
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.
vocabtest t1 - vocabtest t2	-1.694	18.697	2.671	-7.064	3.677	-.634	48	.529
gramtest t1 - gramtest t2	-3.321	8.108	.869	-5.049	-1.593	-3.82	86	.000

### Appendix R Oneway ANOVA vocabulary and grammar at Time 1

*Descriptives vocabulary and grammar at t1 by teacher*

95% Confidence Interval for Mean									
	Teacher	N	Mean	SD	SE	Lower Bound	Upper Bound	Min	Max
raw	1	0	.	.	.	.	.	.	.
score	9	18	49.00	12.462	2.937	42.80	55.20	22	70
BPVS	10	17	44.18	12.566	3.048	37.72	50.64	27	69
	11	16	45.38	16.645	4.161	36.51	54.24	13	72
	Total	51	46.25	13.816	1.935	42.37	50.14	13	72
percent	1	13	49.893	5.180	1.437	46.762	53.023	41.67	58.33
ELIAS	9	34	52.451	6.202	1.064	50.287	54.615	40.28	68.06
grammar	10	15	52.778	4.896	1.264	50.066	55.489	45.83	61.11
test	11	32	49.913	5.075	.897	48.084	51.743	37.50	59.72
	Total	94	51.286	5.575	.575	50.143	52.427	37.50	68.06

*Oneway ANOVA vocabulary and grammar at time 1*

		Sum of Squares	df	Mean Square	F	Sig.
Raw score BPVS t1	Between Groups	221.466	2	110.733	.570	.569
	Within Groups	9322.221	48	194.213		
	Total	9543.686	50			
Percent	Between Groups	165.052	3	55.017	1.817	.150
ELIAS	Within Groups	2725.532	90	30.284		
grammar test t1	Total	2890.584	93			

**Appendix S Descriptives vocabulary and grammar at Time 2 by teacher**

*Descriptives at time 2 by teacher*

		95% Confidence Interval for Mean							
		Std. Deviation		Std. Error		Lower Bound		Upper Bound	
	Teacher	N	Mean	on	Error	Bound	Bound	Min	Max
Raw	1	0	.	.	.	.	.	.	.
score	9	21	49.33	18.271	3.987	41.02	57.65	13	76
BPVS	10	19	45.79	13.794	3.165	39.14	52.44	13	71
	11	15	45.47	15.137	3.908	37.08	53.85	14	66
	Total	55	47.05	15.804	2.131	42.78	51.33	13	76
Percent	1	14	49.107	6.596	1.763	45.299	52.916	40.28	59.72
ELIAS	9	40	56.042	10.467	1.655	52.694	59.389	37.50	84.72
grammar	10	20	52.153	4.863	1.087	49.877	54.429	44.44	61.11
test	11	30	56.620	4.280	.781	55.022	58.219	47.22	65.28
	Total	104	54.527	7.984	.783	52.975	56.080	37.50	84.72

### Appendix T Repeated measures ANOVA vocabulary

#### General Linear Model

*Within-Subjects Factors*

Measure: MEASURE\_1

time BPVS	Dependent Variable
1	vocab test t1
2	vocab test t2

*Descriptive statistics*

	Mean	Std. Deviation	N
vocab test t1	45.76	13.759	49
vocab test t2	47.45	15.658	49

*Tests of Within-Subjects Contrasts*

Measure: MEASURE\_1

		Type III				
		Sum of		Mean		
Source	timebpvs	Squares	df	Square	F	Sig.
timebpvs	Linear	70.296	1	70.296	.402	.529
Error(timebpvs)	Linear	8390.204	48	174.796		

*Tests of Between-Subjects Effects*

Measure: MEASURE\_1

Transformed Variable: Average

Type III Sum of					
Source	Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Intercept	212831.520	1	212831.520	819.569	.000
Error	12464.980	48	259.687		

**Estimated Marginal Means***timebpvs*

Measure: MEASURE\_1

timebpvs	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	45.755	1.966	41.803	49.707
2	47.449	2.237	42.952	51.946



### Appendix U Repeated measures ANOVA grammar

#### General Linear Model

*Within-Subjects Factors*

Measure: MEASURE\_1

time	Dependent Variable
1	grammar test t1
2	grammar test t2

#### *Descriptive Statistics*

	Mean	Std. Deviation	N
grammar test t1	51.0696	5.550	87
grammar test t2	54.3901	7.616	87

*Tests of Within-Subjects Contrasts*

Measure: MEASURE\_1

Source	time	Type III Sum of Squares	df	Mean Square	F	Sig.
time	Linear	479.637	1	479.637	14.593	.000
Error(time)	Linear	2826.690	86	32.868		

*Tests of Between-Subjects Effects*

Measure: MEASURE\_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	483796.695	1	483796.695	8649.000	.000
Error	4810.558	86	55.937		

### Estimated Marginal Means

*time*

Measure: MEASURE\_1

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	51.070	.595	49.887	52.253
2	54.390	.816	52.767	56.013

**CAF Correlations and Principal Component Analysis**

**Appendix V Correlations accuracy**

*Spearman's rho correlations*

error-free clauses per AS-unit		
percentage error-free clauses	$r_s$	.907**
	$p$	.000

$N = 11$

\*\* $p < .01$ . (2-tailed).

### Appendix W Correlations repair fluency

#### *Spearman's rho correlations repair fluency*

		Repetitions per minute total dur
Repairs per minute total	Correlation Coefficient	.236
duration	Sig. (2-tailed)	.484
	N	11

**Appendix X PCA speed fluency***Communalities speed fluency*

	Initial	Extraction
Speechrate syl/total dur	1.000	.897
Pruned speechrate	1.000	.807
Articulation rate syl/phon time	1.000	.465
Pruned Art. Phontime	1.000	.843

Extraction Method: Principal Component Analysis.

*Total variance explained in speed fluency*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
			Cumulative %			Cumulative %
	Total	% of Variance		Total	% of Variance	
1	3.012	75.297	75.297	3.012	75.297	75.297
2	.916	22.909	98.205			
3	.071	1.774	99.979			
4	.001	.021	100.000			

Extraction Method: Principal Component Analysis.

### Appendix Y PCA breakdown fluency

#### *Communalities breakdown fluency*

	Initial	Extraction
Mean pause duration (sec)	1.000	.722
Ratio pause total dur	1.000	.915
Filled pauses per minute total dur	1.000	.112
Mean length of runs	1.000	.724

Extraction Method: Principal Component Analysis.

#### *Total variance explained in breakdown fluency*

Component	Initial Eigenvalues			Extraction Sums of Squared		
	Loadings					
	% of	Cumulative		% of		
	Total	Variance	%	Total	Variance	Cumulative %
1	2.473	61.813	61.813	2.473	61.813	61.813
2	.963	24.069	85.883			
3	.519	12.982	98.865			
4	.045	1.135	100.000			

Extraction Method: Principal Component Analysis.

## Appendix Z PCA repair fluency

### *Communalities repair fluency*

	Initial	Extraction
Repairs per minute total dur	1.000	.646
Repetitions per minute total dur	1.000	.646

---

Extraction Method: Principal Component Analysis.

*Total variance explained in repair fluency*

Component	Initial Eigenvalues			Extraction Sums of Squared		
	Total	% of Variance	Cumulative %	Loadings		
				Total	% of Variance	Cumulative %
1	1.291	64.565	64.565	1.291	64.565	64.565
2	.709	35.435	100.000			

---

Extraction Method: Principal Component Analysis.



## Appendix AA PCA accuracy

### Accuracy communalities

	Initial	Extraction
Percentage error-free clauses	1.000	.968
Error-free clauses per AS-unit	1.000	.968
Extraction Method: Principal Component Analysis.		

*Total variance explained in accuracy*

				Extraction Sums of Squared		
Initial Eigenvalues				Loadings		
	% of	Cumulative		% of		
Component	Total	Variance	%	Total	Variance	Cumulative %
1	1.935	96.757	96.757	1.935	96.757	96.757
2	.065	3.243	100.000			
Extraction Method: Principal Component Analysis.						

**Appendix BB PCA complexity***Complexity communalities*

	Initial	Extraction
ratio subordinate clauses to AS-units	1.000	.823
subordinate clauses per recorded minute	1.000	.833
lexical diversity D vocd	1.000	.202
Words per AS-unit	1.000	.900
clauses per AS-unit	1.000	.573

Extraction Method: Principal Component Analysis.

*Total variance explained in complexity*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
			Cumulative %			Cumulative %
	Total	% of Variance		Total	% of Variance	
1	3.331	66.626	66.626	3.331	66.626	66.626
2	.941	18.828	85.454			
3	.579	11.574	97.028			
4	.123	2.460	99.488			
5	.026	.512	100.000			

Extraction Method: Principal Component Analysis.

### Appendix CC PCA all CAF measures

#### *Performance communalities*

	Initial	Extraction
Speechrate syl/total dur	1.000	.980
Articulation rate syl/phon time	1.000	.988
Mean pause duration (sec)	1.000	.684
Ratio pause total dur	1.000	.948
Mean length of runs	1.000	.914
Repairs per minute total dur	1.000	.937
Repetitions per minute total dur	1.000	.752
Percentage error-free clauses	1.000	.897
Error-free clauses per AS unit	1.000	.931
Ratio subordinate clauses to AS units	1.000	.987
Subordinate clauses per recorded minute	1.000	.926
Lexical diversity D vocd	1.000	.843
Words per AS-unit	1.000	.902
Clauses per AS-unit	1.000	.716

Extraction Method: Principal Component Analysis.

*Total variance explained in performance*

Component	Extraction Sums of Squared					
	Initial Eigenvalues			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.965	56.896	56.896	7.965	56.896	56.896
2	1.977	14.120	71.017	1.977	14.120	71.017
3	1.260	9.002	80.019	1.260	9.002	80.019
4	1.202	8.586	88.605	1.202	8.586	88.605
5	.721	5.150	93.755			
6	.447	3.192	96.947			
7	.213	1.518	98.465			
8	.115	.820	99.285			
9	.073	.519	99.804			
10	.028	.196	100.000			

Extraction Method: Principal Component Analysis.

*Performance component matrix<sup>a</sup>*

	Component			
	1	2	3	4
Speechrate syl/total dur	.849	-.336	.197	.327
Articulation rate syl/phon time	.438	-.431	.167	.763
Mean pause duration (sec)	-.783	-.246	-.032	.099
Ratio pause total dur	-.862	-.058	-.143	.425
Mean length of runs	.815	-.387	.273	-.162
Repairs per minute total dur	-.430	.103	.860	-.033
Repetitions per minute total dur	-.245	.778	.217	.200
Percentage error-free clauses	.888	.229	.171	.166
Error-free clauses per AS unit	.938	.172	.147	.023
Ratio subordinate clauses to AS units	.830	.375	-.326	.226
Subordinate clauses per recorded minute	.854	.402	-.151	.108
Lexical diversity D vocd	.598	-.645	-.045	-.260
Words per AS-unit	.910	-.012	-.254	-.089
Clauses per AS-unit	.717	.223	.252	-.297

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Appendix DD Teacher CAF composite scores

repetitio n lexdiv	Perfor- mance <sup>a</sup>	complexi ty comp	accuracy comp	break-				lexical diversity	teacher
				repair fluency comp	down fluency comp	speed fluency comp	D vocd		
0.435	0.767	0.812	1.060	-0.132	-0.512	0.624	46.473	1	
0.360	0.863	1.096	1.127	-0.603	0.018	0.251	56.010	2	
0.167	-1.709	-1.521	-1.714	0.491	1.378	-1.771	35.600	3	
2.548	0.234	0.690	0.541	1.203	-0.412	-0.466	42.917	4	
-0.571	1.593	1.574	1.016	-1.813	-1.344	1.768	62.767	5	
0.434	-0.461	-0.726	-0.092	1.832	0.400	0.039	44.310	6	
-0.911	0.307	-0.157	0.516	-0.241	-0.633	0.068	66.957	7	
-0.899	0.712	0.435	0.457	0.409	-1.280	1.306	66.813	8	
-0.242	-0.593	-0.781	-0.805	-0.030	0.273	-0.810	55.663	9	
-0.855	-0.343	-0.208	-1.036	-1.026	0.230	-0.195	62.493	10	
-0.467	-1.369	-1.216	-1.067	-0.090	1.881	-0.813	44.990	11	

artrate	repairs	teacher
0.416	0.666	1
-0.059	-0.568	2
-0.880	0.186	3
-0.854	-0.323	4
0.905	-1.317	5
2.088	1.450	6
-0.802	0.710	7
-1.040	1.625	8
-0.140	-0.558	9
-0.632	-1.097	10
0.997	-0.773	11

a. Performance = composite score of CAF principal component 1 and lexical diversity vocd.

**Appendix EE CAF composite scores and vocd of four teachers**

	Teacher 1	Teacher 9	Teacher 10	Teacher 11
Lexical diversity D vocd	46.473	55.663	62.493	44.990
Speedfluency comp	0.624	-0.810	-0.195	-0.813
Breakdown fluency comp	-0.512	0.273	0.230	1.881
Repair fluency comp	-0.132	-0.030	-1.026	-0.090
Accuracy comp	1.060	-0.805	-1.036	-1.067
Complexity comp	0.812	-0.781	-0.208	-1.216
Performance	0.767	-0.593	-0.343	-1.369



### Appendix FF Simple regression analyses lexical diversity and fluency

#### Lexical diversity and repair fluency

##### Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 <sup>a</sup>	.328	.254	.86389870

a. Predictors: (Constant), Lexical diversity D vocd

##### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.283	1	3.283	4.399	.065 <sup>b</sup>
	Residual	6.717	9	.746		
	Total	10.000	10			

a. Dependent Variable: Repair fluency comp

b. Predictors: (Constant), Lexical diversity D vocd

*Coefficients<sup>a</sup>*

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.813	1.366		2.059	.070
	lexical diversity D vocd	-.053	.025	-.573	-2.097	.065

a. Dependent Variable: Repair fluency comp

### Lexical diversity and breakdown fluency

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 <sup>a</sup>	.438	.376	.79016439

a. Predictors: (Constant), Lexical diversity D vocd

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.381	1	4.381	7.016	.027 <sup>b</sup>
	Residual	5.619	9	.624		
	Total	10.000	10			

a. Dependent Variable: Breakdown fluency comp

b. Predictors: (Constant), Lexical diversity D vocd

*Coefficients<sup>a</sup>*

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.249	1.250		2.600	.029
	lexical diversity D	-.061	.023	-.662	-2.649	.027
	vocd					

a. Dependent Variable: Breakdown fluency comp

**Lexical diversity and speed fluency***Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 <sup>a</sup>	.425	.361	.79934063

a. Predictors: (Constant), Lexical diversity D vocd

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.249	1	4.249	6.651	.030 <sup>b</sup>
	Residual	5.751	9	.639		
	Total	10.000	10			

a. Dependent Variable: Speed fluency comp

b. Predictors: (Constant), Lexical diversity D vocd

*Coefficients<sup>a</sup>*

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-3.200	1.264		-2.532	.032
	Lexical diversity D vocd	.060	.023	.652	2.579	.030

a. Dependent Variable: Speed fluency comp

### Appendix GG Multiple regression analyses CAF components grammar difference

#### Multiple Linear Regression

##### *Variables Entered/Removed<sup>a</sup>*

Model	Variables Entered	Variables Removed	Method
1	Breakdown fluency comp	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Grammar difference

##### *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.348 <sup>a</sup>	.121	.111	7.64549

a. Predictors: (Constant), Breakdown fluency comp

##### *ANOVA<sup>a</sup>*

Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1 Regression	684.834	1	684.834	11.716	.001 <sup>b</sup>
Residual	4968.547	85	58.453		
Total	5653.381	86			

a. Dependent Variable: Grammar difference

b. Predictors: (Constant), Breakdown fluency comp

*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.109	1.044		1.062	.291
Breakdown fluency comp	3.141	.918	.348	3.423	.001

a. Dependent Variable: Grammar difference

*Excluded Variables<sup>a</sup>*

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
1 Speed fluency comp	-.109 <sup>b</sup>	-.814	.418	-.088	.578
Repair fluency comp	.108 <sup>b</sup>	1.042	.300	.113	.960
Accuracy comp	-.017 <sup>b</sup>	-.126	.900	-.014	.559
Complexity comp	-.144 <sup>b</sup>	-.789	.432	-.086	.312
Performance	-.155 <sup>b</sup>	-.584	.561	-.064	.148

a. Dependent Variable: Grammar difference

b. Predictors in the Model: (Constant), Breakdown fluency comp

### Appendix HH Regression additional effects, adaptive classroom language

#### Model Summary<sup>c</sup>

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.335 <sup>a</sup>	.112	7.90724	.112	9.208	1 73 .003
2	.343 <sup>b</sup>	.093	7.93808	.005	.434	1 72 .512

a. Predictors: (Constant), Breakdown fluency comp

b. Predictors: (Constant), Breakdown fluency comp, Adaptive scale

c. Dependent Variable: Grammar difference

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1 (Constant)	1.571	1.186		1.324	.190	-.793	3.936
Breakdown fluency comp	2.947	.971	.335	3.034	.003	1.012	4.883
2 (Constant)	-5.248	10.421		-.504	.616	-26.022	15.526
Breakdown fluency comp	3.162	1.028	.359	3.076	.003	1.113	5.211
Adaptive scale	1.476	2.241	.077	.659	.512	-2.991	5.943

a. Dependent Variable: Grammar difference

*Excluded Variables<sup>a</sup>*

Model	Beta In	t	Sig.	Partial Correlation
1 Adaptive scale	.077 <sup>b</sup>	.659	.512	.077
Lang. proficiency teaching	-.093 <sup>b</sup>	-.659	.512	-.077
Lang. proficiency speaking	-.078 <sup>b</sup>	-.659	.512	-.077
2 Langprof.teaching	. <sup>c</sup>	.	.	.
Langprof.speaking	. <sup>c</sup>	.	.	.

a. Dependent Variable: Grammar difference

b. Predictors in the Model: (Constant), Breakdown fluency comp

c. Predictors in the Model: (Constant), Breakdown fluency comp, Adaptive scale